**Possibilities :**

* Brainstorming
* Mind map
* Mini-task
* Discussion
* Reviewing previous material
* Demonstration
* Other…

**Looks Like:**

* Application
* Differentiated exploration
* Reflection
* Concept Practice (e.g., homework)

**Possibilities:**

* Teacher has students summarize (concrete 🡪 abstract)
* Teacher identifies students’ responses that contain the ‘big ideas’
* Word Wall entry
* Frayer model or Verbal / Visual model
* Ticket out of class
* Other

**Rationale for choice of T/L Strategy:**

* Assesses prior knowledge and readiness
* Activities prior knowledge for the purposes of highlighting skills needed to investigate the new material
* Make connections between prior knowledge and new knowledge that is to be learned
* Clarify the Action/Task

**Rationale for choice of T/L Strategies:**

* Allow students to explore and investigate (and struggle) with a new concept prior to ‘being told’
* Allow students to communicate and discuss
* Allow students to support each other
* Allow students to construct new knowledge
* Allow students to develop concepts using higher order thinking skills
* Allow teacher time to interact with students, differentiate and assess for learning
* Allow teacher to identify and challenge student misconceptions

**Rationale for choice of T/L Strategy:**

* To highlight the BIG ideas
* To identify common errors
* To assess for learning for Next Steps
* To assess as learning and reflect on learning (metacognition)

**Unit and Title of Lesson:**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

**Curriculum Connections**

* **Big Ideas**
* **Ministry Expectations**
* **Learning Goal**
* **Prior Knowledge**

|  |  |
| --- | --- |
| **List Materials**   * Lab Equipment * Technology needs * Audio visual | **Include in Appendix**   * Instructions for students * Scaffolding support * Handouts |

**Time:**

**Before: Minds On**

**Time:**

**During: Action**

**Time:**

**After: Consolidation & Connection**

**Next Steps**

**Assessment Strategies:** Assessment for Learning opportunities to address possible student misconceptions, possible reactions, areas for differentiation, further lesson planning, and student achievement.

**Time:**

**Rationale for Choice of T/L Strategy:**

* To highlight the BIG ideas
* To identify common errors
* To assess for learning for Next Steps
* To assess as learning and reflect on learning (metacognition)

**Possibilities : (Choose 2 to 4)**

* An investigation
* Small Groups of students working together
* Students asked to summarize and generalize
* Including appropriate use of manipulatives
* Including appropriate use of technology
* Teacher circulating to keep students moving forward…my included providing hints, asking students to hypothesize (ask ‘What If?’ questions), generalize, probing where misconceptions are occurring
* Teacher can identify student work that will be highlighted in the Consolidate part of the lesson
* Other